



Charlotte Mason's House of Education,
Scale How, Ambleside, UK, 2009

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showing the proportion of a large number of children examined who shew signs of nervous weakness, defective sight, rickets, bodily malformation, etc., and how far these physical failings are associated with intellectual deficiency. These studies show conclusively the need for special educational provision for such children. I note in the *Lancet* an article on the value of school athletics on mental and moral training, from which I make the following extract:—"It is true that bodily activity does not confer mental power or even encourage mental exertion. It is also true that exceptional powers of mind have displayed themselves in persons physically weak; but neither of these admissions affects our present argument, which maintains the certain advantage resulting to all mental processes, ordinary or exceptional, from that which promotes the health of their nidus in the brain. A further benefit conferred by physical training is its influence upon character. A host of mushroom growths, vices, and foibles break down in presence of such vigorous growths as the resolution, the endurance, and the manly self-reliance engendered by a habit of orderly and energetic action. Justice, fairness, and fellow-feeling are developed by the same wholesome training, and thus many a boy at school acquires almost unconsciously that living force of character without which intellect is but a brittle gem."

The Royal Commission on Secondary Education just appointed, contains many names in whom members of the P.N.E.U. will have special confidence, and their report will be awaited with the keenest interest. If they can produce a scheme that will link our primary schools to our secondary schools, and make the latter, especially those in private hands, more efficient, supplying the deficiency that exists in many parts of the country, and utilising more equitably the endowments provided for this purpose, they will do perhaps a greater work than even the Elementary Education Act of 1870. The difficulties of the problem are complicated as the *Daily Chronicle* (Feb. 24th.) truly says, by "the utterly wrong and superficial conception of education which tends to pervade the minds of the middle classes, who also think of higher as of lower standards of education from a commercial point of view, and instead of asking what will conduce to the culture of the growing youth or girl, merely demand what will 'pay' best." Our system in short is chaotic, and our ideal far from high.

The current number of the *Weekly Sun* contains a review of a biography of Coleridge, which relates somewhat fully the experiences of his early life at home and at school, showing the effect the influence to which he was then subjected had upon his character. "Here is a picture," says T.P., "of imaginative and suffering childhood—very instructive, very picturesque, more common in application than one would imagine who had not ample acquaintance with the infinite complications of child-life and the child world." The passage is too long to quote, but is worth reading.

The algebraical formula in my last letter is incorrectly printed, but the sense is sufficiently clear.

March 5th, 1894.

PATER JUNIOR.

THE "P.R." LETTER BAG.

[The Editor is not responsible for the opinions of Correspondents.]

DEAR EDITOR,—Will you kindly insert in the next number of the *Parents' Review* the correction of an error which I made inadvertently in my lecture on "Drawing in Infant Schools?"

In quoting an article on "Brush Work" in *Hand and Eye*, I described a letter on the subject as having been written by Mr. Herkomer. Mrs. Rowland Hill, the writer of the article, has pointed out to me that the letter in question was from Mr. Alma Tadema, R.A.

T. G. ROOPER.

DEAR EDITOR,—Will any of the readers of your valuable paper assist me by recommending a high-class Nonconformist Preparatory School for a boy about ten—Lancashire or Cheshire preferred. It must be a school where the physical training of the children receives attention.

G. B.

DEAR EDITOR,—I wonder if any of your readers would be interested in the following plan for giving recapitulation lessons?—I cut up old visiting cards into uniform size and shape, and on each I write some question, either out of the Geography, History, Bible, or language lesson, as the case may be. It is not much trouble to write out the questions after each lesson. These cards are all mixed together and kept in a box, then each child draws one, and if he can answer the question on it he keeps it; thus the child who has the most cards has won the "game." If there is only one child the two players are the teacher and child, the teacher claiming all that the child fails to answer.

I have lately come across a game called "Who Knows," published by Jacques and Son. This is on the same principle, but, personally, I prefer to make my own questions.

Of course everyone will have her own method of making the game. Some may prefer to keep each set of questions as a separate "game," others will mix them altogether. Little sums may also be written on the cards.

H. FRANKLIN.

DEAR EDITOR,—Can any reader kindly give me the title and publisher of any pretty book of hymns, verses, etc., suitable for children's amusement and instruction on Sundays? Last Christmas I tried in vain to get anything that was attractive and serious, and that had pictures to suggest Bible stories.

H. M. PEASE.

DEAR EDITOR,—I frequently see reading aloud advocated as an interesting and pleasant amusement, and I fully endorse the suggestion, but when boys are the audience, what is to be their occupation? Girls can sew or knit, but boys' occupations are usually more or less noisy, and yet they cannot sit idle.

A. MOTHER.

DEAR EDITOR,—With your permission I should like to remind members of the P.N.E.U. and readers of the *Parents' Review* that subscriptions for the current year are due, and to ask those who have not paid to send them to our Sec., Miss Ethel Forsyth, 28, Victoria Street, S.W. I would also ask all our friends to make a special effort to increase the circulation of the Review and to support the Committee in their endeavours to extend the work of the Society.

I desire to thank those friends who have kindly supplied copies of the P.R., for May, 1892, in response to my request. I have now enough of this issue for the present, and am now wanting April, 1892, and January, 1893.

HENRY PERRIN,
Hon. Org. Sec.

OUR WORK.

House of Education.—There are now twenty-two students in residence. Those who left at Christmas are all happily settled. One pleasing feature of the work, is the number of teachers who leave pupils of sixteen and seventeen to work for twelve months on the lines laid down in Home Education.

Parents' Review.—Contributions (always welcome) should reach the Editor by the first of the month. They may be addressed either to Miss Forsyth, P.N.E.U. Office, 28, Victoria Street, Westminster, or to the Secretary, House of Education, Ambleside.

House of Education Natural History Club.—Notes by M. S. Hodgson. In Ambleside our calendar for February 1st, 1894, is as follows:—

WILD FLOWERS.—Golden saxifrage, rue-leaved saxifrage, gorse, celandine, barren strawberry, willow, dandelion, groundsel, chickweed, mercury, red nettle, primroses, holly, box, hazel, willows, black-poplar.

GARDEN FLOWERS.—Snowdrops, crocuses, jessamine, Christmas roses, wall-flower, daffodil, aconites, hipatica, squills, pyrus japonica, berberis, mezereum, pho-do-dendron, snow-on-the-mountains, forget-me-not, daisies, and a few others.

Oaks, beeches, Wych elms, and trees generally have altered considerably during the last fortnight, most of them are opening their buds: many bushes are showing tips of green along the roadsides, while arums, Welsh poppies, adoxa, etc., are making beautiful green patches under the walls and hedges. We have also seen a few hairy caterpillars, a tortoise-shell butterfly, a hedge snail (*Helix nemoralis*) and a few bees. Jackdaws, rooks, and starlings paired. Will the members of our club, who care to do so, kindly send us their lists for February 1st either from England or abroad, as the case may be. We should all like to compare our lists both for February and March.

The following notes are addressed to those students who are at present living near the sea. It will not be possible for me even to attempt to describe the treasures you are certain to find. I can only help you by showing you a little how to help yourselves. First of all I strongly advise you to make firm friends with the fishermen if you wish to know something about the ways and appearance of the inhabitants of the sea. When you notice the boats coming in, lose no time, but as quickly as you can run down and see what has been caught.

If you examine the refuse from the shrimp nets, you will find enough to occupy you for some time; it is usually full of strange looking objects; sea-mice or tiny cuttle-fish will certainly strike you as being very quaint creatures indeed. In this way I have seen many kinds of crabs and crustaceans, numbers of shell-fish, all sorts of fishes and many kinds of